



Marjorie Williams Academy
School Improvement Plan
Low Performing Action Plan
2015 – 2016

Mission Statement: The mission of Marjorie Williams Academy is to offer a stable, emotionally supportive, educational environment for children with a goal of empowering each child to achieve his or her real academic and social potential.

Vision: The vision of Marjorie Williams Academy is to become a model school for academic achievement.

BELIEFS:

- Academic growth of all students is the priority of the school
- Students learn best in an environment that promotes student active engagement using a variety of strategies that accommodate diverse learning styles and intellectual levels
- Healthy, safe, orderly and caring environments promote student learning
- Parent, community, and school collaboration are vital to the success of school's mission
- Students will develop a respect and responsibility for community through active participation in service oriented opportunities
- Opportunities and exposure to experiences beyond the school will influence students towards setting positive goals for future
- On-going and meaningful professional development is crucial to teacher growth and ability to provide quality instruction

Charter: Marjorie Williams Academy 06B

Address: P.O. Box 309
129 Allen Circle
Crossnore, N.C. 28616

Plan Year: 2015 – 2016

Principal Signature: _____ **Date:** _____

Local Board Approval: _____ **Date:** 10-16-15

School Improvement Team Membership

From GS §115C-105.27: “The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”

Committee Position	Name	Signature
Principal	Cyndi Austin	
Dean of Students	Dale Trivette	
Exceptional Children’s Director	Debra Wilcox	
Instructional Technology Facilitator	Josh Carver	
Testing Coordinator	Neal Gragg	
Teacher – Elementary	Kelly Autry	
Teacher – Middle School	Jessica Mains	
Teacher – High School	Whitney Shoupe	
Teacher – PE	Leanne Bledsoe	
CP/Parent	Danielle Cantrell	
CP/Parent	Amy Jaynes	
CP/Parent	Stephanie Scott	

School Profile

Marjorie Williams Academy is one of North Carolina’s original public charter schools. Located in the Appalachian Mountains of North Carolina, Williams Academy is on the campus of The Crossnore School, a group home for abused, abandoned and/or neglected children. Williams Academy is chartered to serve the residents of The Crossnore School, as well as students from the community. The Academy consists of grades K-12 with an ADM of 105 students. Approximately 65% of the student population is residents of The Crossnore School and 35% is community students. The residential percentage makes up 99% of The Crossnore School’s student population. The community student percentage has increased from 10% to 35% over the last 3 years. The majority of students are Caucasian with a comparatively equal percentage distribution of males (50%) and females (50%). With 78% of students known to be economically disadvantaged, Williams Academy qualifies as a Title I School.

Faculty. The faculty and staff of Williams Academy are qualified individuals who are committed to improving student achievement as evidenced by their professional development: 100% of teachers are fully certified and high qualified, and 47% hold advanced degrees.

Demographic Data

Community Students – students who attend Marjorie Williams Academy from the surrounding area (Avery and Mitchell County) do not reside at The Crossnore School.

Female 17%

Male 20%

Caucasian 100%

Economically Disadvantage 85%

Single Family Homes 80%

Those students who are residents of The Crossnore School are brought into care from the following counties: Avery, Burke, Caldwell, Catawba, Cherokee, Cleveland, Haywood, Madison, Mitchell, New Hanover, Polk, Watauga, Wilkes, and Yancey, from the following sources:

1. North Carolina Department of Social Services - 75%
2. North Carolina Department of Juvenile Justice - 11%
3. Private Placement - 14%
4. Biological Parent – 4%
5. Adopted Parent(s) – 5%

The length of placement in The Crossnore School program is dependent on the circumstances that surround each individual child or family group. The length of placement and the circumstances of the placement for the 2012 -2013 school year are as follows:

Placement

1 to 90 days 11%

3 to 6 months - 23%

7 to 12 months - 27%

1 to 2 years - 17%

2 to 5 years - 2%

5+ years – 1%

	Number	Percentage of Student Population
Number of Students Enrolled	109	100
Number of General Education Students	79	72
Number of Exceptional Children	30	28
Number of Gifted Students	0	0
Number of Limited English Proficient Students	0	0
Students Eligible for Free or Reduced-price Lunch	85	78
Attendance Rate	95	95
Promotion Rate	98	98
Dropout Rate	1	1
Suspensions	0	0

Ethnic make-up of students:		
• Black	3	2
• White	98	90
• Asian	1	.5
• Hispanic	3	2
• American Indian	0	0
• Multi-racial	4	3

Sharing Points ~ *High School Data*

High School – ACT Results				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
The ACT - Participation Rate %	100	100	100	
The ACT - Composite Score	17	17.7	18.3	
The ACT - English	16.3	16.7	17.7	
The ACT - Reading	16.1	18.3	18.8	
The ACT - Math	18.3	17.4	19.8	
The ACT - Science	17.0	18.0	18.5	
The ACT - Writing	4.6	5.2	4.8	
The ACT - All Subtests	n/a	n/a	n/a	
ACT WorkKeys	n/a	n/a	n/a	

Sharing Points ~ *High School Data*

High School Data Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Discipline Incidents – ISS	9	6	8	
In-School Suspensions (Total #)				
Discipline Incidents - ISS overall % (total ISS suspensions / ADM = %)	23	14	19	
Discipline Incidents – OSS	1	5	5	
Out of School Suspensions (Total #)				
Discipline Incidents - OSS overall % (total OSS suspensions / ADM = %)	2	12	12	
Drop-Out Rate %	1.56	3.64		
Graduation Rate % (4-year cohort)	40	80	77.8	
Graduation Rate % (5-year cohort)	60	40	60	
Student Attendance %	98	95	98	
Teacher Attendance %	99	97	98	
Total Number of Instructional Minutes (minus lunch and transition times)	63,250	72,965	78,300	

Sharing Points ~ *High School Data*

High School - End of Course (EOC) Test Result Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Math I Proficiency %	10	43	0	
Math I Participation Rate %	>95	>95	>95	
Biology Proficiency %	0	25.0	16.7	
Biology Participation Rate %	>95	>95	>95	
English II Proficiency %	50	73	50	
English II Participation Rate %	>95	>95	>95	
<u>OVERALL</u> EOC Composite %	21.6	47.0	22.2	
<u>OVERALL</u> EOC Participation Rate %	>95	>95	>95	

Sharing Points ~ *Middle School Data*

Middle School Data Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Discipline Incidents – ISS In-School Suspensions (Total #)	2	4	5	
Discipline Incidents - ISS overall % (total ISS suspensions / ADM = %)	13	15	19	
Discipline Incidents – OSS Out of School Suspensions (Total #)	2	0	7	
Discipline Incidents - OSS overall % (total OSS suspensions / ADM = %)	13	0	27	
Student Attendance %	99	98	97	
Teacher Attendance %	99	96	99	
Total Number of Instructional Minutes (minus lunch and transition times)	63,250	72,965	78,300	

Note: The rise in discipline incidents resulting in ISS and OSS was due to the continued misconduct of one student. The student was a residential student of The Crossnore School and was later discharged from the residential facility to a higher level of care (Level III residential facility).

Sharing Points ~ *Middle School Data*

Middle School - End of Grade Result Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Math I Proficiency %	n/a	n/a	n/a	
Math 8 th Grade Proficiency %	40	0	0	
Math 7 th Grade Proficiency %	16.7	33.3	14.3	
Math 6 th Grade Proficiency %	12.5	50	16.6	
Reading 8 th Grade Proficiency %	53.3	57.1	40	
Reading 7 th Grade Proficiency %	33.3	33.3	50	
Reading 6 th Grade Proficiency %	25	40	66.7	
Science 8 th Grade Proficiency %	40	57.1	40	

Sharing Points ~ *Middle School Data*

Middle School - End of Grade (EOG) Result Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
College and Career Ready				
All EOG / EOC Subjects	n/a	36	18.8	
All EOC Subjects	n/a	n/a	n/a	
EOC MathI	n/a	n/a	n/a	
Grade Level Proficient				
All EOG Subjects	35.1	53.6	33.6	
All EOC Subjects	n/a	n/a	n/a	
EOC MathI	n/a	n/a	n/a	
<u>OVERALL</u> Participation Rate %	>95	>95	>95	

Sharing Points ~ *Elementary School Data*

Elementary School Data Trends				
	2012 – 13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Discipline Incidents – ISS	0	4	7	
In-School Suspensions (Total #)				
Discipline Incidents - ISS overall % (total ISS suspensions / ADM = %)	0	8	14	
Discipline Incidents – OSS	0	0	0	
Out of School Suspensions (Total #)				
Discipline Incidents - OSS overall % (total OSS suspensions / ADM = %)	0	0	0	
Student Attendance %	95	96	98	
Teacher Attendance %	97.7	98	97	
Total Number of Instructional Minutes (minus lunch and transition times)	63,250	72,965	78,300	

Note: The rise in discipline incidents resulting in ISS was due to the continued misconduct of one student. The student was a residential student of The Crossnore School and was later discharged from the residential facility to a higher level of care (therapeutic foster home).

Sharing Points ~ *Elementary School Data*

Elementary School - End of Grade Result Trends				
	2012 -13 (Baseline)	2013 – 14 (Year 1)	2014 – 15 (Year 2)	2015 – 16 (Year 3)
Math 5 th Grade Proficiency %	50	60	33.3	
Math 4 th Grade Proficiency %	33.3	66.7	<50	
Math 3 rd Grade Proficiency %	33.3	33.3	37.5	
Reading 5 th Grade Proficiency %	16.7	80	44.4	
Reading 4 th Grade Proficiency %	55.6	50	33.3	
Reading 3 rd Grade Proficiency %	0	66.7	37.5	
Science 5 th Grade Proficiency %	83.3	80	44.4	
<u>OVERALL</u> EOG Composite %	38.9	53.6	33.6	
<u>OVERALL</u> EOG Participation Rate %	>95	>95	>95	

Data Summary Analysis

School Strengths

Marjorie Williams Academy has a 10:1 student teacher ratio. Small class sizes allow for teachers to differentiate instruction in order to address the individual needs of students. Based on the School Quality Review Survey the school is clean and well maintained. The students and

teachers feel safe in the school environment. Stakeholders in general feel that the teachers structure their time in such a way that is effective and efficiently works to meet the academic needs of all students. Weekly parent/CP (cottage parent) meetings help to keep the parents/CPs informed of and involved in their student's success. Our CP/Parent/School/Student Compact and CP/Parent Involvement Policy clarify the role of the students, parents, and teachers in relation to learning expectations. Volunteers are actively engaged in the learning process as the foundation of our tutoring program is supported by the work of many volunteers.

The Academy consistently evaluates implemented practices'/programs' effectiveness in improving student achievement across all subgroups (quarterly screening, monthly progress monitoring). In addition an effective process is in place to identify and provide support to students experiencing difficulty meeting standards. (After school tutoring, MOSH Pit – Morning Optional Study Hall Program). High quality opportunities are consistently offered that extend learning for high performing students. (Online classes, differentiated instruction, consistent quadrant D lessons)

The Dean of Students for the Academy monitors students' attendance and tardies, identifies students early who may be at risk of having attendance issues and calls a Red Flag meeting with the student, parent, and teachers. Letters are sent home to students when they have missed 3, 6, and 10 days of school. In addition, the Dean of Students regularly monitors attendance, dropout rates, and promotion and graduation rates. He serves as the liaison between the school and the home and provides support to both parents and students. Red Flag meetings are conducted with students and core and non-core teachers that provide a forum to address academic, emotional, behavioral, or social issues that may be directly or indirectly affecting academic performance.

When the court discharges a student from The Crossnore School to be reunified with their family or when a community parent removes their child to enroll them in the tradition system, the Dean of Students works with the families to successful enroll the student in their local LEA. He maintains contact with both the student and parent for support.

Areas of Improvement

While the data show that the Academy's students perform consistently below the state average, the data do not reveal that at least 65% of the students arrive at the Academy performing 2-3 grade levels below average in basic Mathematics and English Language Arts skills. In acknowledging the students' academic gaps, it is important to note that the overwhelming majority of the students' academic deficiencies are due to the life circumstances that are beyond the students' control, which have plagued their academic achievement in addition to resulting in their removal from their home and brought to The Crossnore School, a home for children. That being said, our plan for improvement consists of the following:

The 2014-2015 EOG/EOC data show that the students performed below the state average, as well as the school's previous year's average. Although the data revealed that our school "met growth" our scores were not high enough to maintain our previous year's grade of a "C." The team's disaggregation of the elementary and middle school data showed the particular subject strength of each teacher. Some teachers had stronger math scores while others had stronger English Language Arts scores. Based on this data, a team decision was made to restructure the school schedule. The new schedule incorporates team teaching and looping. This design allows teachers to teach to their strengths. The 2nd and 3rd grade teachers team teach ELA and math, respectively. The 4th and 5th grade teachers team teach ELA, science and math, respectively. The

6th, 7th, and 8th grade teachers team teach ELA, Math, and Science, respectively. Non-tested subjects such as social studies and science (excluding 5th, 7th and 8th) are integrated into the ELA and math curriculum.

The teachers and administration at Marjorie Williams Academy need to become more fluent in data driven instruction. Professional development will be provided that focuses on disaggregating the data from our assessment program Te21/Case Assessments. In addition, professional development will be provided on formative classroom assessments that include learning targets, rubrics, feedback, high order thinking skills and student self-assessment. A Professional Learning Community (PLC) room will be created that will house a data wall that will track student data from screening, progress monitoring, and benchmark testing. Teachers will have weekly team meetings in the PLC room where they can make data driven decisions. Also, after the first 9 weeks grading period teachers will provide 30 minutes of concentrated enrichment targeted at academic deficiencies revealed in student assessment data during the grading period.

Children who cause the most disruption in the classroom are often those who have been exposed to abuse, neglect, and/or violence in the home. School disciplinary policies often exacerbate the behavior, which in turn elevates the misconduct of the child. Williams Academy recognizes that these circumstances may not be publically known or shared with school employees. Therefore, the guidelines of the behavior model implemented at Williams Academy makes no assumptions and treat all students as if they could be subjected to abuse, neglect, and/or violence at home. The faculty and staff of Marjorie Williams Academy will continue to be trained quarterly in the behavior model of care, The Sanctuary Model of Care. This model of care is a balanced approach in which nurture, compassion, and care are balanced with a strong emphasis on self-discipline, personal accountability, and social responsibility. Quarterly training in The Sanctuary Model of Care focusing on how to better handle student classroom disruptions without engaging in power plays or elevating the student misconduct will help to decrease office referrals, and provide more time for engaging classroom instruction.

State Board of Education Goals

1. Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
2. Goal: Every student has a personalized education.
3. Goal: Every student, every day has excellent educators.
4. Goal: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
5. Goal: Every student is healthy, safe, and responsible.

Priority Goal 1 and Associated Strategies

SBE Goal: Goal 2: Every student has a personalized education
SBE Goal: Goal 3: Every student, every day has excellent educators.
Indistar Indicator: I02 - All teachers monitor and assess student mastery of standard-based objectives in order to make appropriate curriculum adjustments. (1715)
Indistar Indicator: I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)

Williams Academy Goal 1: Implement comprehensive instructional reform strategies that are data driven.			
Williams Academy Goal 2: Develop and increase teacher and school leader effectiveness			
Williams Academy SMART Goal 1: 100 % of students will show a 3% quarterly increase in both math and reading resulting in a 12% annual increase as measured by the research-based Te21/ Case Assessment programs (SCORE21 and Pathdriver)			
Williams Academy SMART Goal 2: 100% of students will show growth in content knowledge as measured by the EOC/EOG data and TE21 Case Assessment data			
Strategies	Action Steps	Responsibility	Progress Monitor Timeline
1. Utilize the formative assessments and benchmark testing programs of TE21 to better track and target student learning needs. Use the data from these assessments and EVAAS to drive and differentiate instruction	<p>Students will take a benchmark assessment at enrollment and will receive formative assessment every 4-6 weeks</p> <p>Benchmark testing for content knowledge will be conducted at the beginning of the year and again at 12 weeks</p> <p>Evaluate EVAAS data</p>	Testing Coordinator Teachers	<p>Benchmark: August, 2015</p> <p>EVAAS data evaluation, August, 2015</p> <p>Formative assessment for reading and math: September, 2015 October, 2015 December, 2015</p> <p>Formative Assessment for content knowledge: October, 2015 January, 2016 April, 2016</p> <p>EOC: December, 2015, May, 2016</p> <p>EOG: May, 2016 June, 2016</p>
2. Implement PLC teams to perform weekly data analysis	Provide interactive professional development training for all Academy staff on data analysis	Principal Testing Coordinator	June, 2016
3. Differentiated instruction	<p>Provide professional development on differentiated instruction strategies.</p> <p>Create and organize</p>	Principal EC Director Testing Coordinator	<p>June, 2016</p> <p>Monthly Fidelity Checks, 2015-2016</p>

	student data folders and information for the data wall.		
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Priority Goal 2 and Associated Strategies

SBE Goal: Goal 3: Every student, every day has excellent educators.			
Indistar Indicator: D02 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)			
Williams Academy Goal: Develop and increase teacher and school leader effectiveness			
SMART Goal: 100% of teachers will be evaluated by and use the NCEES.			
SMART Goal: 100% of BTs will be assigned a qualified mentor			
Strategies	Action Steps	Responsibility	Progress Monitor Timeline
1. Implement the NCEES program with fidelity (Evaluations, Peer Evaluations, PDP etc.)	Provide professional development training for all Academy staff on NCEES	Principal	August, 2015
	Provide a professional development session that gives the teachers the opportunity to master NCEES and complete the initial PDP process	Principal Teachers Student Service Coordinator	August, 2015
2. Implement the Beginning Teacher Program with fidelity	Update and organize personnel folders to insure all necessary certifications are on file	Principal	August, 2015
	Restructure and implement a BT mentor program with fidelity	BT Mentors Principal	Monthly Fidelity Checks, 2015-2016
3. Perform 10 minute walk-thrus monthly	Principal will perform 10 min. walk-thrus in every classroom every month and record the findings on the AdvancED observation template. The principal will meet the teachers within 24 hours to receive feedback and discuss the walk-thru observation.	Principal	Monthly Walk-thru log: 2015-2016

Priority Goal 3 and Associated Strategies

SBE Goal: NC public school students will be healthy and responsible.			
Indistar Indicator: K07 - The LEA/School has established a positive organizational culture. (1651)			
Williams Academy Goal: Williams Academy will implement goals and strategies focusing on encouraging students and staff to make better choices for healthy and responsible lifestyles.			
Williams Academy Goal: Implement a positive behavior support model that concentrates on redirecting behavior and refocusing the students' attention on academics to increase academic achievement, and ensure student safety and wellbeing.			
SMART Goal: Williams Academy will continue to implement Sanctuary Model of Care with 100% fidelity			
SMART Goal: Williams Academy will decrease office referrals by 10%.			
Strategies	Action Steps	Responsibility	Progress Monitor Timeline
Utilize activities to celebrate and increase positive student choices: Recognitions, Drawings, No Referral Celebrations	Hold celebrations every 9 week grading period	Principal Dean of Students Teachers	Every 9 weeks, 2015-2016
All staff will continue to be trained in and implement Sanctuary Model of Care	Principal will attend Sanctuary "Train the Trainer" modules to keep faculty updated All students and faculty will adhere to the 7 Commitments of Sanctuary	Principal Dean of Students Support Staff Teachers Students	2015-2016
Enforce safety practices defined by the safe schools plan.	Implement safety drills with fidelity (fire, tornado, intruder etc)	Principal Dean of Students Teachers	2015-2016